

DOCUMENT RESUME

ED 394 688

PS 024 109

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TITLE Theory into Practice: Standards into Classrooms and into the Hands and Minds of Students. A Qualitative Research Project.
PUB DATE Dec 95
NOTE 32p.
PUB TYPE Reports - Research/Technical (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Action Research; English Curriculum; Grade 10; Grade 11; High Schools; High School Students; *Integrated Curriculum; Interviews; Objectives; *Secondary School Curriculum; Social Studies; *Standards; Student Journals

ABSTRACT

To examine the effects of implementing standards in classrooms, a study analyzed interviews with teachers and students, student journals, student observations, and student responses on the standards Form. Subjects were 25 sophomore and junior class students participating in an integrated social studies and English curriculum being taught by the researcher. It was found that students: (1) were highly accepting of the standards; (2) could easily identify the goals of each lesson; (3) were confident in their teachers' ability to develop curricula meeting the standards; and (4) did not see much difference between pursuing standards and achieving a certain grade. Additional findings were that: (1) teachers use standards as long term planning guides; (2) standards are often employed in alternative educational programs; and (3) teachers often share standards with students. (JW)

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A Qualitative Research Project

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Theory Into Practice:
Standards Into Classrooms
and
Into the Hands and Minds of Students

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ED 626 Classroom Research
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December 1995

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Theory Into Practice:
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and
Into the Hands and Minds of Students

Introduction

Volatile discussions about the development and implementation of State Standards have surrounded and involved me for the last few years as the Juneau School District's Grants Writer. Many of my colleagues served on the state committees charged with standards development and because of their involvement I have been a part of many office discussions about the realities of implementing standards in the classroom. My sense is that their work and their discussions have always focused around students and what would be meaningful for them. That is as it should be and I applaud their perspective. But what has continually been a mystery to me, regardless of the discussions that I have participated in, is what happens when a teacher attempts to implement these state standards in the classroom? This became my central focus for conducting a classroom research project. The question, of course, leads to another very big question: how does the implementation of Standards change curriculum and assessment? But that is a question for a subsequent study.

Background

For purposes of my research question, I felt it would be valuable to talk to other teachers who have tried to actually implement standards into their classroom. Also of great value would be giving it a try with students in my Wickersham Project (a project I implemented as part of my teacher internship) and to follow those student experiences as we progressed. As the Wickersham Project evolved, I learned heavily on the English/Language Arts Standards and the Social Studies Standards as my measuring stick or assessment tool since I had no previous professional teaching experience from which to gauge what a "regular" Social Studies classroom or a "regular" English classroom should be covering. As I began to lean on the Standards as my yardstick and simultaneously learned more about using objectives in my

lesson plans I began to see the value of sharing objectives with students. So why not actually share the Standards with students?

In trying to come up with a form to allow me to do this, I spoke with a number of people. My best advice seemed to be that it is not enough to simply give students the Standards. What they really need is targets or goals that make sense to them. As I mulled this over, I realized that I had carved out many Wickersham Project activities that were naturally these step-by-step goals or targets and which fit particularly well under a number of the Social Studies and Language Arts Standards. By fit well, I mean that by doing the activity a student begins to meet or master that particular standard. So the decision, of course, was to come up with a form that specified the Standards but which also included specific project activities or targets toward which students will work. My view of these targets is that they put the Standards into a context for students which, we know as educators we must do in order for school work to be meaningful for them.

As I began to think about using this kind of form with students and the value they might see in it because of its potential to show them their progress, I realized that it might be possible to quantify this progress through the use of certificate(s) of mastery. This is definitely a sub-question which I will examine in the future (see "Research Question Chart" for further clarification of research project).

A Small Window in Time

The primary question for my research project was:

What happens when students are given the State Standards with project activities specified as targets or goals toward which they may work?

Sub-questions:

1. Is it effective to provide students the Standards in handout form with a place for their self-assessment of progress toward project goals?
2. How have other teachers tried to do this?

3. What value do teachers place on it? Does it help them to quantify why they are doing particular activities?
4. Does it improve student achievement or motivation?
5. Does it improve student understanding of why they are doing the project activities?
6. Does it help to quantify activities this way in order to demonstrate to students how much they actually accomplish during a project?
7. Is it possible that this is a step toward Certificates of Mastery?

Theoretical Foundation

What I am currently finding is that I am also learning a great deal more about the topic I have chosen to study which of course is tremendously helpful in my pilot project. Once I had defined my research question it made sense to go back into ERIC and start looking for "standards" related articles. But what I found is that even with the appeal of standards-based education, research documenting its effects is fairly rare (Evans, 12). As Evans and King state (1992) "An earlier literature review reported that existing evidence was largely perceptual, anecdotal, and small scale, and our recent search for additional published information led to the same conclusion. Testimonials, speeches, and narrative descriptions may be inspirational and helpful, but they provide little solid ground on which to build a reform movement."

I found it valuable to talk to others who are working to implement standards to discuss what kinds of things they are using as landmark studies. But I didn't really begin to be able to locate my research in a theoretical framework until I read Lynn Erickson's "Stirring the Mind, Heart and Soul." In her book, I found the basics for true integrated curriculum which is where I started my literature search. I wasn't sure how or why I ended up with a research question related to standards until the proverbial "ah ha" occurred to me while engrossed in the pages of her book. As I read what she has written about student outcomes, which are really what the state standards are, several things became clear for me and my theoretical framework for my research project began to gel.

A Clearer Focus

The 21st Century requires work and living skills that are highly sophisticated compared to the past. We as teachers can no longer be the "dispensers" of information because there is no way we can know it all. The same is true of students, so rather than memorize a limited amount of information they must learn to be life long learners who can critically analyze the huge amount of information available to us all. The focus is no longer on what students know, but on what students can do with what they know; the new driver for education (Erickson 1995). Thus we have developed outcomes, also known as state standards. So how do Standards differ from the traditional objectives that teachers have been using in their lesson plans for years?

"Traditional objectives focus on a specific piece of content or an identified skill. Process outcomes or standards are complex demonstrations of individual, and personal development. Traditional objectives lead to direct transfer of learning; [Standards] outcomes facilitates elevated or higher level, transfer of learning" (Erickson, 1995).

As we focus on Standards/outcomes then it is natural for curriculum and instruction to change. Traditionally we have focused on content area skills (the objectives) but now teachers must focus on complex demonstrations of individual development or higher level learning as a way to assess what students can do with what they know (outcomes/standards). For curriculum this means it will be focused around major concepts that will require use of increasingly sophisticated cognitive and language process skills (Erickson 1995). These concepts are mental constructs that are timeless, universal, and abstract. They are a higher level of abstraction than facts in the structure of knowledge and can be used in integrated curriculum as well as single-subject curriculum.

So as I conduct my research as to what happens when standards are implemented into the classroom, I am doing so in an environment (my pilot project within the Phoenix Program) where there is an effort to focus curriculum around a major concept through an integrated curriculum as a way to work toward meeting State Standards.

Thus it became clear to me, after much reading, how and why I came full circle from integrated curriculum to a question related to the implementation of standards in the classroom. Therefore this bibliography includes works from both areas and is by no means exhaustive but rather is limited by the time constraints of the research project itself.

Setting

I conducted my study within an English class in the Phoenix Program, a schooling option available to 140 students at the Juneau-Douglas High School in Juneau, Alaska. The Phoenix, now in its second year, is led by a team of six dedicated educators determined to provide an integrated curriculum to students that is project-based and technology rich. It is supported in part by BBN, an awardee of the New American School Design Corporation. Mathematics, Sciences (Biology, Chemistry, Physics), Social Studies, English, and Technology are offered to 9-12 students in multi-age/grade classrooms where curriculum is integrated through project work and connected to an essential question. The groups of seven students studied for this project were in a sophomore/junior class of 25 students. As a teacher intern, I piloted a special project called "Bringing Law to a Lawless Land: Judge James Wickersham," which is an integration of English and Social Studies connected to the real world via student produced projects that are actually being used by the Wickersham House managers in its promotions.

Data Collection

Data collection included the following:

Teacher Interviews

I interviewed other teachers who had made an attempt to or were currently using/implementing State Standards in their classrooms. I set a limit of conducting no more than 10 interviews with the overall objective of finding out exactly how they were approaching the problem (was it similar to my approach or quite different?). I also wanted to know what they found to be useful or helpful in their endeavor i.e. had they approached it in a way that was meaningful for students? What kinds of forms had they designed to use. Did their

students have a hard time understanding the jargon of the Standards? Did they have to "translate" them into something more meaningful for students? How did exposure to Standards help or hinder student progress?

Student Interviews

I interviewed the seven students involved in the Wickersham Project to whom I introduced the State Standards form (see attached). I had planned to interview them at two different times, once as they first receive the forms in order to document their initial reactions and again after they have had a chance to use it and relate to it. But I found I did not have enough time to work with them on the form to make a post-interview meaningful for this study. So I settled for a single interview which, oddly enough, provided a great deal of insight and possibilities for triangulation.

Student Journals

I regularly read students' journals (it was part of their Research Notebooks they had to keep for English class) as their work proceeded on the Wickersham Project. I periodically copied for inclusion in my research any written information about the Standards themselves or the use of the form of which they had made note.

Student Observations

Observations of these students were made during class time to look for any oral references to the Standards or to the form itself.

Student Responses on the Standards Form

The Standards Form has a spot for student and teacher comments. Students were given time in class to respond to project activities as they relate to the Standards. I collected these as I neared the due date for my Data Collection Report in order to include their comments.

I also developed a permission form for my students and their parents to sign so that I could include their responses in my research project (see attached).

Data Analysis

I had expected to find that teachers were either genuinely enthused about implementing standards in their classrooms and undaunted by the increase in paperwork or the effort toward change that goes hand in hand with it, or they would be doubtful of how well it can work because of student reaction/parent reaction or the need for documentation. I was almost certain that their reactions would not be black and white but rather would contain some elements from each camp depending, of course, on their actual experience with implementation.

In all of my data collection, I anticipated that I would eventually be looking for common responses throughout. I hoped that I had developed enough methods for data collection that I would be able to see some common threads emerging, supported by a variety of data.

Results/Insights and Actions

My data, once analyzed closely, fell into two categories: the teacher perspective and the student perspective. From the data collected via student interviews, student journals, and student observations I was able to really gain a good idea of what students think about the Standards themselves and the way they think they ought to be used. In fact, in one interview, a student said, "Well isn't this the stuff we are obviously working toward? It's so obvious!" Of real interest to me was the fact that students were highly accepting of the Standards when introduced to them. My journal entry from early in the study revealed this acceptance:

"I handed out the Standards form I have devised to use with them. Surprisingly enough (as I observed their responses) they didn't moan and groan much. I told them how the form works and that the standards are set by the state as outcomes. Many of our project activities relate to certain standards and I pointed that out. We will keep the form in our Research notebooks to use periodically i.e. check bibliographies - let's write a comment about that in the appropriate spot. They seemed to accept that this is part of the documentation I am asking them to keep - that we will work on it together in class. A big "whew" from them

when they realized it's not more work or another assignment. I said we might even present to the School Board and nobody protested."

Hand-in-hand with this basic acceptance of the Standards was the utter confidence students have in their teachers to develop project activities aimed at meeting particular Standards that are appropriate for a particular grade level or age. Students also voiced their acceptance that project activities were "causing" them to work toward a particular Standard. One student wrote that she could see that by doing the Wickersham research paper that she was working toward Standards. She even picked out which ones were relevant when she wrote:

"C3, C2, C1, B1, B2, A1, A2, A3, A4, D3, + D4 all apply to our research project because we will be doing these things in order to produce our research paper."

This may have been because the form was set up to show which project activities related to particular Standards but in her free-write she specifically listed these particular Standards. She had taken the time to look it over and make the connections. In my journal I recorded the following:

"Got some "standards" feedback from my Wickersham students to add to data collection. Interestingly, they just accept this intrusion into their day and the changes are treated as no big deal. They seem to make the connection easily that the project activities are "causing" them to meet the standards."

Most impressive to me was the number of times the data showed that students realized that the form that I had put before them has no means for measuring their achievement toward Standards. The form (see attached) has only the categories Initial, Emerging, and Mastery. Many of them realized on their own that I needed to develop or use a rubric to be able to assess their progress. I attribute this to the fact that they had been exposed to this concept already with other teachers and so were used to using the rubric which rates them on a one-to-five-scale. During an interview one student responded to

the question of "How could the form be done better to make it easier for you to use?" by saying "Needs a rubric - the current form has no rubric!" Another said, "still need a rating scale." But surprisingly, they commented that my form showed them nicely how the project was integrated (with English and Social Studies) because they could see which project activities related back to which Standard.

Disappointment loomed, however, when I realized (during data analysis) that students did not find a move to Standards to be much different than using grades. They had trouble seeing the difference between letter grades and Standards because they see an A as being equal to mastery (or a four on the rubric since a 5 means they have exceeded the Standard). One student said when asked if they would like to do away with grades and work only toward standards:

"Standards are similar to grades - they don't give anymore information, it's just a different way of saying it."

Another student noted that

"I might not know which standard I've met...if I get a B I have no idea of which standard I met. And it's hard to move away from letter grades. An "A" equals mastery anyway."

Many of the student attitudes and views expressed above are supported by teacher perspectives. Almost all of the teachers interviewed said that students don't find the Standards themselves particularly meaningful. In fact, they think students consider them to be jargon. Most agree that rather than focusing on the Standards themselves, it is more important to focus on project activities that students can relate to. So teachers reportedly use them mostly for planning purposes when designing projects. Rather than using a form that has all the Standards on it and providing it to students, they tend to use a handout that explains a particular project and simply list the relevant Standards at the bottom of the sheet. During a student interview, one student said:

"My Social Studies teacher puts the Standard(s) on the handout or on the test paper. Then when he hands back the graded test, he explains you met a standard(s). It's nice to know that you've met standards but I'm not sure of the value to outsiders."

Teachers said that when moving toward Standards, which they view as an innovative way to move kids through the system (i.e. smart kids don't need seat time), it causes everything else to change as well; curriculum, scheduling, assessment, and community links all begin to "need" to change as Standards are implemented. Curriculum changes as it is redesigned around conceptual organizers that will push students toward high level thinking. Instruction changes as the role of teacher evolves into facilitator/coach rather than lecturer. The schedule is changed to accommodate the redesigned curriculum and instruction. And assessment changes as rubrics are introduced and begin to take their place next to traditional letter grades, if not replace them. The question is whether to choose one small piece on which to focus or to try to change all of it all at once. Teachers agree that any changes made require the backing of the School Board.

Several would agree that working toward Standards changes which materials they use for teaching because currently textbooks don't address or incorporate the Standards. Textbooks tend to reinforce the teaching of lower level skills on the Bloom's Taxonomy by forcing "rote" learning of facts. When working toward Standards, the tendency is to break out of the mold of teaching from the book because of the need to move students to outcomes. They also said that the logical progression of activities changes because they are not teaching out of a book. And several said they still feel the need to translate Standards achievement into grades for others to understand it. One teacher said,

"Standards are worth pursuing from an instructional standpoint. I'm not expecting gratitude from parents or students. But I still have to translate it into grades because they understand grades. So on my grading reports students see a rubric score (1-5) for the standard(s), a percentage grade, and a letter grade."

There was a divergence of opinion as to whether the Standards remove the false barriers between subject areas. One teacher thought the Standards were particularly compartmentalized, just as secondary education has been in the past. Yet, teachers observed, as did the students, that students have a great deal of confidence in teachers to just try it!

Conclusions as to Usefulness of the Research

From my limited study, I have found a number of reoccurring themes as the educators and students I observed try to implement Standards in the classroom. The information I gained from this study would be useful to educators considering a change toward Standards or to those who have just embarked on that path. But I think other educators will identify with many of the struggles they are seeing with respect to the changes that are necessitated in instruction and assessment.

I found that teachers in my study are approaching the implementation of Standards in their classrooms in similar yet unique fashion. They use them primarily for planning. But not just for planning on a day to day basis when developing lesson plans. They are using them as a basis for alternative programs such as the Phoenix Program which focuses on conceptual organizers and integrated curriculum. Within that context, they use them to plan the curriculum a year at-a-time, to plan the major projects within the curriculum, and for assessment of student progress. Even though the primary use of the Standards is for planning purposes, these teachers also put the Standards in the hands of the students much as is done with the accepted practice of sharing learning objectives with students. Some do so by putting the applicable Standard(s) at the top of the page of the project/assignment handout or simply by writing them on the board at some point so the students can see them.

Generally, however, I get the sense that teachers view the Standards as something akin to the District Curriculum - it stays on the shelf and one would never dream of bothering students with it because they simply wouldn't care to have to read through it. It is something that teachers must interpret and use to guide their instructional practices. My own perception is that Standards do differ from traditional grades in that they give students

something tangible to work toward. When their efforts are rated on a rubric (which should be provided to them at the beginning of an assignment/project) then they can see exactly what is required of them to meet or exceed the Standard. So rather than receiving a nebulous "B" after their work is done, a student might receive an "M" for mastery because they completed their work at that level on the rubric which was shared with them at the beginning of their work.

Standards-based instruction tends to necessitate change in curriculum and instruction and can even precipitate a change the daily schedule to allow more project time for students. Most importantly, it also changes the way teachers teach in the classroom. They become more of a facilitator as students take responsibility for their own learning and work on projects that are focused on around a conceptual organizer. They are not the dispensers of knowledge even though they are considered an expert in their content area.

I hope that this study will give others some insight about some of the day-to-day challenges of implementing Standards into their teaching. Knowing others are moving ahead in this new area might help to spur reluctant folks to action and reinforce those who already facing the daily challenges. I certainly have learned a great deal about the dynamics of implementing Standards in my classroom and will continue to grow as a teacher because of the work I have done in this study.

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Research Question:
Step 1

Step 2

- I. How does it work to provide them the Standards in handout form with a place for their self-assessment of progress toward project goals?
- Have other teachers tried this?

What value do teachers place on this?

What happens when students are given the State Standards with project activities specified as targets or goals toward which they may work?

- Does it improve student achievement or motivation?

- Does it improve student understanding of why they are doing these activities?

- Does it help to quantify activities this way in order to demonstrate to students how much they actually accomplish during a particular unit of study or project?

- Is this the first step toward Certificates of Mastery?

Step 3

Do they find that students actually use whatever form they have devised?

- Do they find that it's simply jargon that students don't want to deal with?
- Does it help teachers quantify why they are doing a certain activity?

- Do the students actually understand what the standards mean?

- Do students actually perform any better with the standards in "front of them?"
- Are students willing to use a form or do they consider it too much extra work?

- Does use of the form(s) help to spell out objectives for students?

- Does the inclusion of targets (specific activities) help students understand why they are doing that particular activity?

- Are students able to use the form as a sort of checklist?

- Could students use this kind of form to work toward a Certificate of Mastery?
- Does the use of this kind of form help students to quantify and value the work they have performed?

Data Sources:
Questions

Actually using it? If so, does it provide teacher with valuable information?

Are they willing to respond using the form?

Do teachers use it to explain why they are doing a certain activity?

Actually understand it?

Do standardized scores improve or is there an increase in scores noted in teachers gradebooks.
How much writing do they do? Are the responses genuine?

Do the students actually use the form to indicate that they like having objectives spelled out for them?
Do they indicate on the form that they have a better understanding of why they are doing what they are having to do in class?

How do the students' minds are they using this form?

Is achieving targets based on standards the initial steps toward a certificate of mastery?

Do students indicate satisfaction in being able to see how much they have done and why?

Look At

Teacher interviews.

Teacher interviews.

Teacher interviews.

Teacher interviews.
Student interviews.

Teacher interviews.
Student interviews.

Student journals.
Student observations.
Student responses on the form.

Student journals.
Student observations.
Student responses on the form.

Student journals.
Student observations.
Student responses on the form.

Student journals.
Student observations.
Student responses on the form.

Student journals.
Student observations.
Student responses on the form.

Student journals.
Student observations.
Student responses on the form.

Look For

Indications of use and relative value?

Student willingness to utilize the form(s) teacher wants them to.

Teachers feel more confident in explaining why they choose certain activities.

Teachers indicate that students either understand it or not. Students indicate they can relate to it or it's just a bunch of institutional jargon. Teachers indicate that students scores have changed in some way.

Nature of student responses - genuine or do they dislike it or find it not useful in understanding why they are doing activities?

Do students indicate an appreciation in having this kind of information?

Do they make any connections between their success in a project/activity to having standards/targets provided to them?

Indications of usefulness and how exactly they view use of the form?

Any indications that they consider the form(s) as a kind of checklist.

Indications of value or satisfaction.

Student Interview Questions
11/95

1. What is your general impression of the State Standards you have seen so far (as things you should be able to do)?

2. Are other teachers using standards in the work you are doing in their classes? How? Explain?

3. Would you like to do away with grades and work only toward standards?

4. Does the form help you to get a sense of how much progress you have made on a project? Do you like checklists?

5. How could the form be done better to make it easier for you to use?

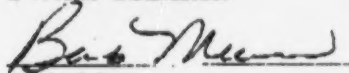
Other Comments:

Permission Form

Dear Student and Parents:

This semester I am conducting a research project within the Third Period English Class to determine what happens when teachers begin to actually use the State Standards in the classroom. I will be interviewing teachers and students, reviewing student journals, and making observations in the classroom as part of my student teaching to gain a better understanding of how the use of these Standards actually works.

In any reports using this research, a fictitious name will be used to protect your child's privacy. I would appreciate your signing this permission form below, so that I may use the information I learn from your child to share with a wider audience.



Barb Mecum
MAT Student Teacher

Child's Name

Parent or Guardian

Date

Wickersham Project 1995
Alaska State Standards Check Sheet

Social Studies Standards

Applies to project	Standard	Corresponding Project Activities	Student/Teacher Comments	Initial	Emerging	Mastery
	A. All Alaska students will understand that history is a record of human experience linking the past to the present and the future.					
	A.1. Understand chronological frameworks for organizing historical thought and be able to place significant ideas, institutions, people and events within time sequence.					
	A.2. Know that the interpretation of history may change with time.					
	A.3. Recognize different theories of history, detect the weaknesses in broad generalizations, and evaluate the debates of historians.					
	A.4. Understand that history relies on the interpretation of evidence.					
	A.5. Understand that history is a narrative told in many voices which express various perspectives of historical experience.					
	A.6. Know that cultural elements such as language, literature, the arts, customs and belief systems are reflective of the ideas and attitudes of a specific time and how these influence human interaction.					
	A.7. Understand that history is dynamic and composed of key turning points.					
	A.8. Know that history is a bridge to understanding other peoples and the individual's relationship to society.					

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A. 9. Understand that history is a fundamental connection which unifies all fields of human understanding and endeavor.					
B. All Alaska students will understand historical themes through knowledge of time, place, ideas, institutions, culture, people and events.					
B.1. Comprehend the forces for change and continuity that shape human history through the following persistent organizing themes.					
a. the development of cultures, the emergence of civilizations, and the accomplishment/mistakes of such forms of social organizations.					
b. The relationship between human communities and climate, subsistence base, resources, geography and technology.					
c. The origins and impacts of ideologies, religions, and institutions upon human societies.					
d. The consequences of peace and violent conflict for societies and their cultures.					
e. Major developments in societies as well as changing patterns such as those related to class, ethnicity, race and gender.					
B. 2. Recognize that historical understanding is relevant and valuable in their own lives and for participating in local, state, national and global communities.					
B. 3. Recognize the importance of time, ideas, institutions, people, places, culture and events in understanding larger historical patterns.					
B. 4. Evaluate the influence of context upon historical understanding.					

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	C. All Alaska students will develop the skills and processes of historical inquiry.					
x	C1. Use appropriate technology to access, retrieve, organize and present historical information.	• Use microfiche to retrieve information from Historical Library. • Use technology to develop final products i.e. video tape/cassette tape/newspaper about Wickersham.				
x	C2. Use historical data from a variety of primary resources.	• Use transcripts/diaries/photographs at Historical Library to gather information to be included in final products.				
x	C3. Apply thinking skills such as classifying, interpreting, analyzing, summarizing, synthesizing and evaluating to understand historical record.	• Conduct research i.e. learn enough about Judge Wickersham and the Wickersham House to be able to produce final products that are historically accurate				
	C4. Use historical perspective to solve problems, make decisions and understand other traditions.					
	D. All Alaska students will integrate historical knowledge with historical skills to effectively participate as citizens and lifelong learners.					
	D.1. Demonstrate problem solving using history by identifying issues and problems, generating potential solutions, assessing the merits of options, taking action and evaluating the effectiveness of actions.					
	D.2. Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others.					
	D.3. Recognize and demonstrate that various issues may require comprehension of different positions and roles depending on place, time, and context.					

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Applies to project	Standard	Corresponding Project Activities	Student/Teacher Comments	Initial	Emerging	Mastery
	English/Language Arts Standards					
x	A. All Alaska students will speak and write well for a variety of purposes and audiences.					
x	A.1. apply elements of effective writing and speaking. These elements include ideas, organization, vocabulary, sentence structure, and personal style.	• As individuals, write and present a research paper. • Present final products as a group.				
x	A.2. in writing, demonstrate skills governing sentence and paragraph structure such as grammar, spelling, capitalization, and punctuation.	• As a group, write the overall plan for Wickersham House. • As individuals, write and present a research paper.				
x	A.3. in speaking, demonstrate skills such as volume, intonation, and clarity.	• Individuals participate in presenting final products as a group. • Individuals present their research papers.				
x	A.4. write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking, and in a variety of formats including technical communication.	• Final product presentations. • Individual presentations of research papers.				
x	A.5. revise, edit and publish their own writing as appropriate.	• Individual work on research papers. • Publishing information about Wickersham on the Phoenix Home Page. • Information about final products published on Phoenix Home Page.				
	A.6. when appropriate, use visual techniques to communicate ideas. These may include role playing, body language, mime, sign language, graphics, Braille, art, and dance.					
x	A.7. be able to communicate ideas using varied tools of electronic technology.	• Produce final products including videotape, cassette tape, and newspaper using a variety of hardware, software, and media.				

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x	A.8 evaluate their own speaking and writing and that of others, using high standards	• Evaluate presentations of research papers. • Evaluate group presentations of final products.				
x	B. All Alaska students will be competent and thoughtful readers, listeners, and viewers of literature, technical materials and a variety of other information.					
x	B.1. comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies. These include phonic, context, and vocabulary cues in reading, critical viewing and active listening.	• Conduct research by reading/viewing primary and secondary sources of history, current demographics on tourism, and state reports.				
x	B.2. reflect on, analyze, and evaluate a wide variety of oral, written, and visual information and experiences such as discussions, lectures, art, movies, television, technical materials, and literature.	• Use information gleaned from research to produce final products that are historically accurate/factual.				
	B.3. relate what they view, read, and hear to practical purposes in their own lives, to the world outside themselves and to other texts and experiences.					
x	C. All Alaska students will identify and select from multiple strategies in order to complete projects independently and cooperatively.					
x	C.1. make choices about projects after examining a range of possibilities.	• Discuss needs for products with SAGA Director and decide which to pursue.				
x	C.2. organize a project by: a. understanding directions, b. making and keeping deadlines, c. seeking, selecting, and using relevant resources.	• Familiarity with overall project guidelines. • Ability to set and meet deadlines. • Research conducted using available resources. • Individual students maintain a Research Notebook.				
	C.3. select and use appropriate decision-making processes.					
x	C.4. set high standards for project quality.	• Thorough job of research. • Aim for high quality end product (historical accuracy, creativity of format, and technical integrity).				

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x	C.5. when working on collaborative projects a. take responsibility for individual contributions to projects. b. share ideas and workloads, incorporating individual talents and perspectives. c. work effectively with others as active participants and as responsive audiences. d. evaluate the processes and work of self and of others.	• Participate in small group training. • Actively participate in group discussions and work. • Communicates well with group.				
	D. All Alaska students will think logically and reflectively in order to present and explain positions, based on relevant and reliable information.					
	D.1. develop a position by: a. reflecting on personal experiences, prior knowledge, and new information. b. formulating and refining questions. c. identifying a variety of pertinent sources of information. d. analyzing and synthesizing information. e. determining authors' purposes.					
	D.2. evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen.					
x	D.3. give credit and cite references appropriately.	• Individual annotated bibliography				
	D.4. explain and defend a position orally, in writing, and with visual aids as appropriate.	• Individual presentations of research paper.				
	E. All Alaska students will understand and respect other people's perspectives in order to communicate effectively.					
	E.1. use information and literature of many types and cultures, both oral and written, to understand self and others.					
	E.2. evaluate content from speaker's or author's point of view.	• During research understand differences between Wickersham's/Atwood's accounts of events.				

E3. recognize bias in all forms of communication.					
E4. recognize communication styles in different cultures and their possible effects on others.					